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ABSTRACT

The San Juan School (Espanola, New Mexico) was evaluated by a team from the Bureau of Indian Affairs' Central Office staff in Albuquerque. Team members assisted the Division of Program Review as representatives from other divisions, using the expertise in their respective fields. The methodology and techniques, which were left to the evaluator's discretion, included questionnaires, observations during school visits, interviews, and parent opinionnnaire. Program information categories selected for review and evaluation were presented and discussed with the San Juan Pueblo school staff and school board in separate meetings. Designated categories were: (1) school philosophy and goals; (2) curriculum; (3) instructional program; (4) testing and self-evaluation; (5) out-of-class activities; (6) administration (school, agency, and area); (7) school facilities and plant; and (8) community involvement. For the reports in this publication, each evaluator compiled and analyzed the data, presenting the findings in a summary form. Some findings are: (1) 57 percent of the respondents (school board, PTA, tribal officials, and parents) felt the present program goals and objectives were satisfactory; (2) there were few planned or competitive sports and recreation events due to a lack of facilities, equipment, staff, and money; (3) food services suffer from insufficient staff; and (4) 63 percent of the parents felt their children would be ready for public school on completing study at San Juan Day School. (NQ)

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RESEARCH AND EVALUATION REPORT SERIES NO. 27

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SAN JUAN SCHOOL EVALUATION

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6. School Facilities and Plant..... Mr. James D. Lucas

7. Community Involvement..... Dr. Eugene Leitka

8. Final Report..... Dr. Eugene Leitka

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EVALUATION OF SAN JUAN DAY SCHOOL
Espanola, New Mexico

Evaluation Team

The San Juan Evaluation team will be selected from the Central Office staff in Albuquerque, several of whom will assist the Division of Program Review as representatives from other divisions and bring with them the expertise in their respective fields.

The members of the team will be allowed to proceed with the evaluation process at their discretion within a time frame (see attached). For example, a week will be set aside to complete the evaluation but an evaluator may select to complete his/her phase in any of the days that week.

Evaluation Procedure

The methodology and techniques to be utilized is left to the discretion of the evaluator. However, broad and general categories have been suggested, as noted in the section describing the areas to be evaluated, along with a time constraint for the project.

The team leader (Eugene Leitka) will have available small selection of instruments that may be of some use to some of the evaluators. Dr. Hopkins suggested a review of the Instructional Leadership document produced by Warren Tiffany, Acting IERC Administrator. The document discusses various aspects of leadership in an instructional program that may be of some assistance to the evaluator in formulating a structured interview or a questionnaire.

Final Reports

Each evaluator will be asked to compile and analyze the data and present the findings in a summary form which will become a part of a total report. Please refer to the time schedule for deadlines.

Transportation

It is preferred by the Division that, as much as possible, government vehicles be used to and from San Juan Pueblo. San Juan is approximately 100 miles from Albuquerque and about 2 miles north of Espanola, New Mexico.

PROGRAM INFORMATION CATEGORIES

Program information categories selected for the review and evaluation, presented and discussed with San Juan Pueblo School staff and School Board in separate meetings, are designated as follows:

(1) Philosophy and Goals of the School:

a - Are there well articulated statements?
b - Was the community involved in setting GOALS and PHILOSOPHY?
c - Do the members of the community know what they are?
d - Does the school staff know philosophy and goals exist?

(2) Curriculum:

a - The total instructional program.
b - Are there instructional objectives?
c - Is the curriculum appropriate for the school?
d - Are the instructional materials appropriate?
e - Is there a suitable library?
f - Is there a curriculum development or an updating system in the school?
g - Title program - Tribal controlled.

Instructional Program:

a - Are there specific goals developed by the teacher?
b - Are the teachers innovative?
c - Do they experience discipline problems in the classroom with the children?
d - What are the teachers' attitudes toward the school, Agency, and Area administration of educational programs?
e - Do teachers participate in decision-making relative to school activities?
f - Are the teachers satisfied with the classload, curriculum, policies, administration, etc.

(3) Evaluation:

a - Procedures whereby student progress is assessed toward meeting goals and objectives.
b - Testing program: Are emphasis placed on standardized testing or criterion based testing?
c - Does the school employ a self-evaluating process?

(4) Out-of-Class Activities:

a - Does the school have a counseling program?
b - Are there any special interest clubs and activities?
c - Are there appropriate and sufficient playground equipment?
d - Summer programs?
e - Is there adequacy and efficiency in the food services, transportation, health, and safety services?

(5) *Administration: School, Agency, and Area:*

a - *Is the administrative structure adequate and lends itself to the smooth operation of the school?*
b - *Is there clarity of staff and line relationship?*
c - *Are there adequate qualifications of staff to provide the school program the necessary quality teaching?*
d - *Has there been adequate and quality leadership?*
e - *Has the leadership provided atmosphere conducive to learning for the students, academic professionalism and harmony among school staff and has involved the community in school affairs.*
f - *Is the school's program administered in adherence to an overall policy?*

(6) *School Facilities and Plant:*

a - *Are the facilities adequate?*
b - *Are the facilities safe?*
c - *If any facilities are inadequate, which is more feasible, repairs or replacement?*
d - *Is there a need for expansion of the school?*

(7) *Community Involvement:*

a - *Has the community participated in decision-making at the school?*
b - *Are the parents encouraged to visit and are welcomed at the school?*
c - *Do the parents think the school is doing an adequate job of educating the children?*
d - *Is the community frequently informed about activities at school that might be of interest to them?*
e - *Are suggestions from school board members ever considered in making decisions?*
f - *Is the community satisfied with the administration of the school?*

COMMUNITY INVOLVEMENT
EDUCATIONAL OBJECTIVES, GOALS AND PHILOSOHPY

CURRICULUM

COMMUNITY INVOLVEMENT
EDUCATIONAL OBJECTIVES, GOALS AND PHILOSOPHY
SAN JUAN DAY SCHOOL

RESPONDENTS:	Number	Percent
School Board	3	11
PTA or Parent Organization	12	39
Tribal Official	3	11
Parents	12	39
TOTAL:	30	100

(1) Our community people helped decide the school's long range goals, objectives and philosophy.

Findings and Recommendations: Thirty-nine (39) percent said or felt the community did not help decide the school's goals and objectives but even a larger number, 54 percent said they did not have enough information to answer the question. It can be assumed that 93 percent felt they had had no part in drawing up objectives and goals or that they knew nothing about the community's part in it.

Recommendations: It is obvious that the community must be informed of their part that must be considered in setting up and up-dating the community school's objectives, goals and philosophy.

(2) Is the school doing what it says it's doing?

Findings and Recommendations: Approximately 46 percent of the respondents agreed that the school is doing what it is supposedly be doing, while 29 percent said that it was not doing the job and 25 percent declined to answer. If we should combine those that answered negatively with those that declined to answer either negatively or positively, then we could say 54 percent did not agree positively to the statement.

Recommendations: Almost half of the respondents did feel the school was doing its job but the other half of those responding either did not think the school was doing its job or did not have any knowledge of the school activities. A standing open invitation to the community is in effect at the school but the school may want to go further than this understanding. It may be an advantage to the administrator, teachers and other staff members to personally invite members of the community to special functions and activities and especially to the school board and staff meetings.

(3) Community people are a part of any changes that take place in the school program.

Findings and Recommendations: Over half of those responding (57) percent agreed the community people were not a part of any changes that may occur at their school, while 25 percent indicated they had no knowledge about the matter or did not have enough information to answer the question. Only 18 percent said they were or have been a part of any changes at school.

Recommendations: It cannot be assumed that everyone in the community can or would be willing to participate in re-designing a school curricula but as a matter of participation through meetings and being informed of any new programs or changes would seem acceptable to the community at large.

(4) School people ask the community to participate in decisions regarding the school.

Findings and Recommendations: Fifty-four (54) percent agreed the school people asked or invited the community people to participate in decisions relative to school matters. The previous question elicited 57 percent that said they were not a part of any changes that occur at school but they did not

deny the fact that they had been given the opportunity to participate in question No. 4. It appears that there is a general apathy on the part of the community members. It can be agreed, the school still assumed the responsibility of involving as many as possible, of the community members, in the affairs of the school. A standing policy of an open door type of invitation is not sufficient in this situation. Special efforts to attract the parents and the general community people to the school functions and activities should be a priority.

(5) Our school's program for our children with its goals and objectives is satisfactory.

Findings and Recommendations: Fifty-seven (57) percent through the school's program with its present goals and objectives was satisfactory while 25 percent felt it was not satisfactory. In addition to the 25 percent who felt the program was not satisfactory, 18 percent declined to answer either negatively or positively. Again, if these two answers should be combined in the negative answer, these would be 43 percent who thought or did not have enough information about the statement in No. 5. The recommendations given for No. 4 and No. 3 would also suffice for these findings.

COMMUNITY INVOLVEMENT
EDUCATIONAL OBJECTIVES, GOALS AND PHILOSOPHY
San Juan Day School

I am a member of:

Community School Board	3	11%
PTA or Parent Organization	12	39%
Tribal Official	3	11%
Other (parent)	12	39%
TOTAL:	30	100%

	Yes	%	No	%	*NA	%
Our community people helped decide the school's long range goals, objectives and philosophy.	2	7%	12	39%	16	54%
Is the school doing what it says it's doing?	13	46%	9	29%	8	25%
Community people are a part of any changes that take place in the school program.	5	18%	18	57%	7	25%
School people ask the community to participate in decisions regarding the school.	15	54%	8	25%	7	21%
Our school's program for our children with its goals and objectives is satisfactory.	16	57%	8	25%	6	18%

*NA = Not applicable or not enough information available.

SAN JUAN DAY SCHOOL EVALUATION

CURRICULUM EFFECTIVENESS

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FOREWORD

Seven seems to have actualized a mystic number in this review and evaluation of the curriculum in the San Juan Day School. There are seven sections in this report as the title implicates. It is composed of "seven questions, seven considerations and seven recommendations." By the time the writer reached the final stage of the report, the recommendations, it was admittedly irresistable to limit these to seven.

There are, of course, other reasons for keeping this report as simple and succinct as possible. It is written as a module which hopefully falls naturally into the total scope of the entire evaluation. And it is written as a working document, hopefully to fall into as many hands in the San Juan Pueblo as possible.

II

THE NATURE OF THE CURRICULUM EVALUATION

The curriculum evaluation is one module in a three-part study of effectiveness. The others are teacher effectiveness and administrative effectiveness. These three are like the sides of a triangle. All of them must be seen together in order to see the figure as a triangle. However, these parts have been built as straight lines of similar length, to be assembled by the reader into the triangle of which they are a part. In fact, we disassembled these three parts from the triangle which is your school as you have constructed it. We brought them back to Albuquerque to the Indian Education Resource Center, to three separate laboratories. There we put them under the microscope of evaluation techniques.

It is important to note that these sides of the triangle were studied in separate laboratories. Some ingenuity will be demanded of the reader in putting them back together. They are delivered to you in one package, but you must put the pieces together. As a matter of fact, it may come as a surprise to you that your triangle now has <u>five</u> sides, instead of three. Somewhere in the laboratory dissecting process, two of the sides got chopped up to produce the following 5 lengths: Philosophy, Curriculum, Evaluation, Out-of-class activities and Administration. It now looks like a pentagon but originally they emanated from the Teacher-Administration-Curriculum <u>triangle</u>.

Therefore, it is clear that this evaluation is modular in nature. That is, the parts have been separated from the whole, analyzed and sent back to you in this report. There are many matters which these parts have in common. Administration, instructional personnel and curriculum could never be considered in a vaccum. They overlap throughout each of these sections, so that you will note administration, for example, figures very importantly in these curriculum reviews and recommendations.

There is one aspect of this report's nature which is consistent and integral. The assignment of these tasks was to be focused on their "effectiveness." "Effectiveness" will provide the separate stones (modules) of this evaluation with the mortar you need to assemble them into one integral perspective. Of course "effect" concerns itself with educational products. In this evaluation of curriculum we are addressing ourselves to process as well. But always with this unifying eye on the outcome, the effectiveness of the educational process.

III

DESCRIPTION OF THE TASK

An evaluation of the San Juan Day School was requested by the Northern Pueblos Agency and the Albuquerque Area Office. All evidence indicates to this evaluator that there was concurrence from the community (school board) and the instructional staff at the school.

An impossible time schedule was drafted for this project at the outset for completion in the early months of 1974. More realistically it is being completed near the middle of the same year.

The project leader for the evaluation negotiated the responsibilities for the distinct parts of the evaluation separately, the present study of curriculum falling to the present writer. No meetings of the five separate evaluators were called, nor requested. The assigned task takes on a singular shape of modularity from that fact.

The design of the approach which is described next is a direct result of these constraints in the assignment.

IV

DESCRIPTION OF THE APPROACH

The curriculum segment of this evaluation is being completed by a person who was from the outset, more than peripherally aware of many of the processes in the San Juan Day School. This effects the evaluation for both good and bad. An advantage is in time saved in the formation of personal contacts and the collection of data. An unfortunate effect can be bias. Although a concerned attempt has been made to eliminate the latter, it can be said that some pre-formed judgements have "salted" the final recommendations. This does not, however, preclude that those prejudgements were ill-founded. This statement about the approach is not so much a disclaimer as it is information which should be taken into account with regard to the first recommendation.

The approach follows closely the seven questions which are given in Section V. They are queries agreed upon by the client and Dr. Leitka, evaluation director for this project. Those questions are posed to pursue the matter of effectiveness, in this case of curriculum.

Following the responses to those seven pre-cast questions, the writer takes the liberty of formulating seven more distinct but related considerations. These are ramifications of the questions, hopefully juxtaposed with one another to begin to give a more complete evaluation picture.

Finally, recommendations were derived from the question and consideration phases of the process. It is hoped that the reader will understand that more conclusions and recommendations can be derived from the discussed findings. This is strongly urged.

Somewhat distinct from the approach is the method used in this segment of the San Juan evaluation. The method has been a qualitative analysis of three major sources. They are documents collected for the specific purpose of answering the seven questions, interviews to collect further data for that purpose and observation to verify the previous two forms.

V

THE EVALUATION REPORT

A. Responses to Seven Questions:

1. What is the effectiveness of the total instructional program?

Though very global in breadth, this question should be answered with a gross response that the instructional program is generally effective at the San Juan Day School. This simply says that the schooling is not ineffective, does not have a negative effect on the subjects of the process.

In spite of great odds in an upset administration, the school has continued to perform at a high rate of productivity and to re-shape itself according to growing and changing demands for relevancy. Given a strong, settled administration, it is the judgement of this evaluator that this school can be uniquely effective in its approach to the total instructional task at hand.

2. Are there instructional objectives?

Yes, a good beginning has been made to formulate comprehensive objectives for the San Juan Day School. We attach these ten objectives (minus #9) in Appendix A. The reason for including them here is to assure that every serious reader of this report has access to these stated objectives. They are well-developed, reflective of the local determination of educational goals and a good beginning for the multiple process recommended in the last section of this evaluation of curriculum.

It goes without undue emphasis to state, however, that the curriculum designers must proceed from this start to create a more refined set of criterion-referenced, activity and product-centered set of objectives for all the instruction. A similar process has been begun in the Kindergarten classroom, in many instances. It is for this reason that we have made recommendation #6, that it be used as a model for following a curriculum design in all the classrooms.

3. Is the curriculum appropriate for the school?

The answer to this question is impossible to give. There is insufficient evidence of a curriculum to pass judgement on its appropriateness or inappropriateness. Once the curriculum is designed (cf. Recommendation #4) the appropriateness should then be judged by community members and professional educators in concert. The writer feels certain that the same Indian Education Resource Center, which is responsible for this study, will be prepared to assist in that judgement.

At present every teacher and instructional aide is pretty much formulating their own school within the walls of this one institution. Very little "master-planning" has been done in the sense in which we have made the fourth recommendation.

4. Are the instructional materials appropriate?

The materials we reviewed are appropriate for the most part in the sense that they do accomplish the instructional intentions of the 26 different persons involved in this enterprise. That is, each teacher and aide is left to his or her own resources to find the materials needed to complete the tasks they individually design for students.

The evaluator is not so much interested in the appropriateness or effectiveness of materials as he is in the re-design which is the basic recommendation made, the underlying focus of the curriculum evaluation.

It is important to note that every effort must be made to maintain the individuality, initiative and creativity of individual teachers even after a unified approach to curriculum has been designed. This will be accomplished only if the principal, as a team leader, can muster up the ingenuity to effect the second recommendation.

5. *Is there a suitable library?*

No. This is a well-known fact among all the constituents and staff alike. Special efforts were being made by the acting principal, Mr. Norman, at the time this information was collected (Feb-Mar.1974). Special funds were either secured or still being sought for this purpose.

Individual classroom teachers had succeeded in providing themselves with sufficient books and other materials to accomplish the objectives they had set. The Community Resource Center shows promise of developing into a satellite which could also be of great service to the school. As of this point, it is a very good thing in itself, but it seems to have had very little influence on the school.

One estimate which may be of assistance to the reader is that, in the experience of this evaluator, the absence of a good library is usually indicative of and a result of the absence of a good curriculum design. The latter accomplishment will go a long distance in stimulating a need for the former.

6. *Is there curriculum development (in the sense of) an up-dating system in the school?*

Not in the fullest sense of the question. There is change which occurs, sometimes brilliant change, as exemplified by the decision to integrate the bilingual program into the school. Another example is the introduction of the "Science Curriculum Improvement Study" (SCIS) next year. However, it is the considered opinion of this writer that these may be only occasional good fortunes and not representative of a designed mechanism for an evolving improvement of instruction.

If the recommendations are followed, it is our belief that such a system of openess to change and constant self-evaluation (addressed in the appropriate segment of this document) will naturally become a reality at this school.

7. *What is the relationship of the tribally-controlled title program to the total curriculum?*

The relationship at this time is still a tenuous one, leaving much to be desired in terms of harmonious integration. There is good evidence from all the personnel in the bilingual program of intent, willingness and even limited success in melding with the total (regular) program.

This fact should not be a source of embarrassment to the school community. This has been found to be a common phenomenon with special programs like the bilingual project. The goal should be pursued in seriousness since conflicts of great consequence could develop later. At this time, the two "Twains" seem to be headed on a normal course of the desired vortex.

B. *Seven Related Considerations:*

1. *Administering Instruction:*

Well known to observers and participants alike in the San Juan school is the volatile administrative interruption. Hopefully some settlement has been reached at this writing, with the reinstatement of Mr. Torres, with reported concurrence from the community. We cannot overstate the case for a needed reform in administrative leadership as it effects the instruction of children in this school.

Recommendation #2 points to a focal task for the principal in capitalizing on the talent and good will of his staff. It is the studied conclusion of this writer that none of the seven recommendations given can be accomplished unless the principal can devise a means of forming a team of the more than twenty staff members. This should be viewed as his priority function, whether it appears as such in his job description or not.

2. *Curriculum Designing for Improved Instruction:*

It has been stated above that a "Master Plan" must be created for the school. Certain elements of that plan already exist. San Juan Day School is not starting from "Go" in this process (rather it finds itself somewhere near Indiana Avenue!) It's well on its way toward curriculum development, but it follows the basic rules for proceeding which we give in the recommendations.

Begin with the well-worded objectives (and philosophy) given in Appendix A. Review these as a team for relevancy and communicability. (For example #9 was eliminated from the copy we were given.) Proceed to criterion-referenced objectives, under the leadership of individual teachers for six sub-committees of the team, one sub-committee for each grade level. From there, make use of an outside consultant with

proven experience with schools similar in size and purpose as San Juan. (The Indian Education Resource Center should be considered as one possibility for this service.) Allow the plan to be scrutinized by the educational consultant, incorporating suggestions for school-wide reading and math programs, for example, which will bring about a unified programmatic approach to instruction. There will always be plenty of room for flexibility within this kind of framework.

Finally, write a double-spaced curriculum guide for "in-house" use on an experimental basis. Always on an experimental basis! This guide should be open to revision whenever a member of the team can give reasons for doing so. Unilateral decisions should never be made in revising the San Juan Curriculum Guide, always in consultation and consensus of the faculty as-a-whole.

3. *Scheduling Instruction Activities as Designed:*

Now you (the team) is ready to hang your masterpiece on the framework of a schedule. That is simply what a schedule is, a bounding in or constraint of activities within an eight-hour work day, and the calendar school year. Make plans for already-scheduled holidays, test days, field trip days, etc.

This schedule should also be experimental, in trial use for a month, give it time to work (at least 4 weeks) and confide in the validity of the team decisions put into it. Scheduling is a discipline. It will scratch and pinch until that time when the teachers become familiar with it. One of the consoling facts which must be expressed over and over by the team leader is that "it's of your own making -- now try to live with it."

4. *Special Programs and Regular Programs:*

Caution must be used in introducing more "special programs" until the above-mentioned planning process has been underway for a while. The "Master Plan" should include anticipated as well as existing special programs. If, for example, there has been considerable discussion of career education with special title funds from the federal government, the team should include it in the planning. The plans must give full recognition to the existence of the community resource center in order to capitalize on its possible contribution to the school.

"Integration" is the magic touchstone in this inter-relation of special and regular programs. This can only come about with a good understanding of the hazards of two independent "tracks" in a school. Everyone must be singing out of the same song book, even though they are all distinct voices in the same choir.

5. *Integration of People and Programs:*

The advantages of innovative programming are, to name a few; self-determination, community involvement, increased motivation of students (Hawthorne effect), broader content horizons, relevance and fresh, clean methods. The hazards are easier to codify as jealousy and confusion!

To avoid the pitfalls and enjoy the advantages, a team leader must accept the responsibility of helping to form genuine and lasting personal relationship among the persons in both regular and special programs. Good communication is the indispensable medium for bringing this about. Be sure everyone knows and understands the purposes and methods of the special programs. Openess will gain life-time supporters of these programs and insure their integration. Newsletters (e.g. Tewa Newsletter) should be put in the hands of every teacher, aide and board member at the very least. All the parents should see these communications if at all possible.

6. *Facilities and Instruction:*

The facilities at the San Juan Day School, though moderately adequate, are poorly organized. As a necessary adjunct to the master plan for instruction should be a periodic study of facilities. This should be done by the same (curriculum) instructional team. Each year (or less, when revised) the "curriculum guide" should include specifications for carrying out the instruction in designated spaces (or rooms).

The principal consideration here is to provide the periodic forum for changing the arrangement and assignment of facilities. When staff feels "locked" into one set mold, it affects the options adversely.

7. *Bright Lights in the Instruction:*

The following is a "grocery list" of some favorable aspects of the San Juan Day School's instructional program we observed.

-- *the kindergarten receives at least 3 stars for its performance and effectiveness because it is guided by a plan that "knows where it's going."*

-- *A definite plan, though lacking in some important detail, is in the process of building a good library.*

-- *A unified science program has been requested and hopefully will stimulate the same for Reading and Mathematics.*

-- *the Bilingual Program has brought new life and relevancy to the entire curriculum and instruction in the school.*

-- *Community awareness and interest is high in the Pueblo of San Juan.*

-- *Cultural activities are authentic and growing in number at the school.*

-- *Administrative upsets may well have been settled.*

-- *Facilities are basically good, but need realignment and reorganization.*

-- *the same can be said of teaching personnel, with a great deal more respect and urgency.*

-- *the philosophy and general objectives of the school are sound.*

VI

SEVEN RECOMMENDATIONS

1. *That the bilingual program provide leadership for renewal.*
2. *That the principal must form a team with the personnel.*
3. *That this team must make a master plan.*
4. *That the master plan must be translated into instructional strategies (which is the Curriculum Design).*
5. *That Scheduling must follow the curriculum design.*
6. *That the kindergarten be used as a model in the way it has begun this process of planning, designing and scheduling.*
7. *That integration be trained and grasped by all the personnel as a vital goal in the school.*

VII

A FINAL WORD

"Hey, Grandpaw", Rocky said turning to Green Fire Mouse, who by this time appeared to be almost asleep. "What do you think about this school business anyway? You know, they fill your head with one hell of a lotta junk."

"They haven't understood about the seven arrows yet," Green Fire Mouse answered from under his hat.

Conclusion of Hyemeyohsts Storm's "Seven Arrows."

COMMAND OF FUNDAMENTAL PROCESSES

I. Introduction

Command of fundamental processes usually refers to basic skills in reading, writing, and arithmetic. These have been taught in the elementary school but have been acquired in varying degrees by pupils who enter the high school. The proficiency acquired should be retained by suitable exercises and use, and deficiencies should be noted and remedial treatment given.

One of the curriculum goals of San Juan Day School is to have each child to be able to control or command the basic subjects or curriculum of the school.

In order for children to be able to command the fundamental processes of the various basic subjects, teachers will endeavor to do the following in the various subject areas. The objectives are set forth in the various subject areas.

II. Objectives for Command of Fundamental Processes

A. Handwriting

1. To teach children how to write well.
2. To teach children how to use proper formats in their writings.

B. Social Studies

1. To teach children about the conservation of life, liberty, and property.
2. To teach children about the production and consumption of food, shelter, and clothing.

3. To teach children about the transportation of goods, services, people, and ideas.
4. To teach children about the heritage of people.
5. To help children create a love of country and intelligent patriotism.
6. To help children increase their knowledge and appreciate of the past as a background for the present.
7. To help children promote broad interests in, tolerance for, and sympathy with all races, creeds, and nationalities.
8. To help children in developing power of evaluation facts and of clear, independent thinking and judgement.

C. Mathematics

1. To teach the children fundamental skills and operations of arithmetic.
2. To teach children about volume, depth, and space in relation to their surroundings and for academic achievements in this area of mathematics.

D. English

English has greater social utility than any other subject. In its three forms—writing, speaking, and reading—it is employed in all activities of life, vocational and social, it is the medium through which all other subjects are taught.

1. To help children achieve proficiency in reading, writing, and speaking.

2. To help children achieve cultivation of habits in study and knowledge of the use of books.
3. To help children acquire ability to think, to read, to speak, and to write effectively.

E. Science

1. To enable children to make satisfactory adjustments to these problems of their environment the solution of which involves scientific facts and principles.
2. To enable pupils to make satisfactory adjustments to increasingly complex problems of a scientific nature.
3. To help youth interpret and understand certain aspects of the world in which he lives.
4. To help dispel superstitions and erroneous beliefs.
5. To develop the ability and habit of applying scientific methods of thinking to the solution of problems.

F. Health Objectives

1. To give children instructions in sports, recreation, fair play, personal hygiene and sanitation, and health.
2. To supervise children in physical education activities on the playground. In addition classroom instruction and health examinations would probably be ineffective if they were not closely followed up to see that objectives were practiced and discovered defects corrected.
3. To help promote health services for the children to include medical inspection, vaccinations, and first aid in cases of injury.
4. To provide a safe sanitary school environment.

G. Physical Education Objectives

1. To Provide contest between schools in various types of athletics.
2. To provide and promote interschool contests in physical education.
3. To teach health knowledge to the children in the physical education program, for many pupils violate health, practices because of lack of knowledge.
4. To insist that all pupils of San Juan Day School should participate in physical education program.

H. Art Education Objectives

1. To provide general art training for all pupils in San Juan Day School and more specific art training for those displaying special talents.
2. To promote Indian Art in San Juan Day School to pupils gainfully engaged in art culture participation.
3. To promote a high appreciation of Indian art in various forms and other art cultures as well.

I. Spelling Objectives

1. To help children gain masters in spelling words correctly on their grade levels, and to excel beyond that level if they are capable of exceleration.
2. To provide instructions in helping children learn the meanings to their spelling words.
3. To provide instruction in helping children to use each spelling word in a sentence.

J. Music Objectives

1. To give increased opportunity for the enjoyment of singing.
2. To develop a greater ability to understand music while listening to it.
3. To raise the level of musical appreciation and melodic taste.

2. VOCATIONAL EFFICIENCY

I. Introduction

Any attempt to determine the contribution that elementary education should make to vocational efficiency must be undertaken with the objectives of elementary education clearly in mind. These objectives have been stated variously by different authorities.

Elementary education deals with those things which are the common need of all without regard to sex or occupation. It is concerned with the things that unify or intergrate people rather than with those that differentiate them.

Everyone at sometime in life is responsible for his own welfare and usually for that of others. This means that each person in society should gain proficiency in some vocation, which make vocational proficiency a social aim. The fundamentals of arithmetic and English, health, and ethnical character are basic to any vocation.

The great idea here is to give all children of San Juan Day School a very good basic education in all subject areas. This thorough basic education of the fundamentals will help them as a foundation regardless of what vocation each child will enter later in life.

The chief purpose is to help each pupil explore his aptitudes, become acquainted with the world of work so that he can make a wise vocational choice, and have sufficient background to begin pursuing it.

II. Objectives for Vocational Efficiency--San Juan Day School

1. To provide exploration and guidance.
2. To give a sound basis or general training which is valuable in any vocation.
3. To give all children common tools with which to work and, by means of common knowledge and experiences.
4. To develop in them fundamental habits, ideals, attitudes, and appreciations that will be useful to them as citizens and consumers.

3. WORTHY HOME MEMBERSHIP

1. To have more togetherness at home, playing, working, etc.
2. To attend activities at the pueblo with the family.
3. To help the child to be a worthy member of his family.
4. The parents should know and understand to be receptive to their child's behavior through his growth and education.

4. PARENTAL INVOLVEMENT

1. To have each parent interested in their own child's education.
2. Have all parents visit the school at least twice a year.
3. To have each parent attend all of the Parent Conferences.

4. To know and understand the opportunities that are provided for their children.
5. To get all parents support in helping to run a better school.

5. CITIZENSHIP

1. Be an active participating member of the pueblo, community, state and nation.
2. Encourage all the members of the pueblo to participate in all school, community and pueblo activities.
3. Each and every parent should be an active participant and cooperate in all ways with the staffs of the participating schools.
4. Teach the child to accept tribal, community, state and national responsibilities as imperative.
5. Accept people as individuals and cooperate and coordinate all work for the best welfare of all involved or concerned.

6. LEISURE TIME

1. Involve all people from the pueblo and community in worthwhile activities.
2. Learn to enjoy all music, art, literature, sports and other related activities in order to develop a sound mental capacity as well as physical body.
3. Involve parents in participating in school activities in order to be joint partners in a common effort.

7. INDIVIDUALIZED INSTRUCTION

I. Introduction

As Indian teacher aides, we find that working in small groups provides each individual child with a stronger foundation for understanding. Therefore, each child should work at his own pace. A program should be planned where each subject could be followed through from grades 1 to 6.

II. Objectives

1. Providing materials from which each child can learn at his own level.
2. Individual or small group activities designed to promote understanding of basic structure in each subject area.
3. Reviews should be given after each lesson before going on to the next subject. Both or all and written new knowledge should be introduced.
4. Results of Education will werve as a basis for identifying various levels of the children's needs.

or

Analysis and appraisal will be a continous evaluation of the child's better understanding.

8. CULTURAL

The school is a time and a place when the Indian child's experiences may well determine the direction of his future life and learning...it is a time that can either stimulate or stifle his future eagerness to learn.

Therefore, our school should be one in which the child drives strengths and skills in coping with his environment, as well as an enthusiasm for living and learning. We feel that our school has added responsibilities in helping our children establish an identity as Indians. It should be a place where the ethnic as well as ethnical character of the children is strengthened rather than weakened. Our school should instill a feeling of pride in the child for his culture. What may be done by teaching and speaking to the children in our native tongue - giving them a knowledge of the history of our people - and should perpetuate our traditions. And because the child still has to cope realistically with his environment, he should be given a knowledge of the other cultures surrounding him, and a basic foundation of education to build upon. The Indian child should be given freedom to express himself in his own cultural way, yet not be given a biased picture - he must be aware that there are many ways of dealing with things, and many options opened to him. Ideally, the child should find strength and comfort in his culture and way of life as an Indian or simply as a child, should find joy in learning and in living.

10. HEALTH

We feel that the physical health of the child is as essential as the mental emotional health of the child. Therefore, the school plans to provide and encourage the physical health of the child by providing the following:

1. Health Instruction: To provide the child with proper health instruction make them aware of their own health.
2. Health Habits: To build positive habits that are proper for good health.

3. Physical Activities: To show the child what his or her body can do in physical education - to make them aware what they can do.

4. Cooperation with outside areas: The home, public health service, division of Indian health and community. To bring these areas and the school together for the interest of the children's health.

INSTRUCTIONAL PROGRAM

METHODOLOGY:

The instrument utilized to evaluate the instructional program at San Juan Day School was designed to address the following questions:

(1) Are there specific goals developed by the teacher?
(2) Are the teachers innovative?
(3) Do they experience disciplinary problems in the classroom with the children?
(4) What are the teachers' attitudes toward the school, Agency, and Area administration of educational programs?
(5) Do teachers participate in decision-making relative to school activities?
(6) Are the teachers satisfied with the classload, curriculum, policies, administration, etc?

In order to be as accurate as possible in soliciting information from the teachers at the Day School, the Team assigned to evaluate this particular phase of the school drafted a questionnaire to be used on an interview basis. The interview was structured on three levels: to elicit teacher opinions, plus teacher perceptions of Agency and Area responses on individual items. However, individual teacher time constraints and length of the survey instrument did not permit interviews to be conducted. The teachers completed the questionnaires and returned them. In addition, other information was obtained informally via private conversation.

Instrument Content:

The questionnaire utilized five categories to obtain data regarding content of the instructional program. These categories were: class organization, innovativeness, classroom discipline problems, teacher attitude, teacher involvement in decision making, and teacher satisfaction.

Classroom observations were not conducted in this particular phase of the total evaluation.

Findings:

Category: Class Organization

66 percent of the instructional staff surveyed stated they reviewed and established goals for each curriculum unit they taught.

On a scale of often-to-never, two-thirds of all the teachers in the school responded in the moderate range to the questioning asking how often they wrote behavioral objectives for each unit.

All teachers either strongly agreed or agreed thatit was essential for an education system to have established methods for recording student academic achievements. Only two of the teachers indicated they had established comprehensive methods for recording student academic performance. Other responses indicate semi-comprehensive methods.

50 percent of the teachers indicated they often met with a teacher supervisor to discuss teaching strengths and weaknesses. Breakdown on this item was: 25 percent said seldom, and 25 percent indicated they never met with teacher supervisor.

The majority of the teachers strongly agreed that it was important for local parents to be involved in the instructional process. However, responses on a related question indicated that only two actually involve parents often. The majority of other responses were in the sometimes category.

Instructional staff responded that they often spend time after class with students with individual problems.

Majority of teacher responses indicate they felt highly qualified or qualified in teaching current courses or class.

Responses indicate that the teachers felt the present inservice educational training they receive is adequate.

There was no consistent response to this item: How much time are you allowed each week to discuss self-evaluation to improve instruction methods with your peers or teacher aides? Only one teacher responded often. Most response indicated almost never. However, on the item relating to this question, 50 percent responded that they agreed that "most of the teachers at this school are not qualified to evaluate each other and preferred that evaluations be conducted by outside professionals."

Majority of teachers responded that they felt informing parents about their academic performance should be a high priority. With the exception of one teacher, teachers responded that they visited with parents less than six times a year to discuss or inform them of their children's academic performance.

Sixty percent of the teachers indicated they have established guidelines for their teacher aides. This reflects a need for inservice training to assist teachers in more effectively utilizing their teacher aides.

The majority of the teachers felt they were organized well enough to teach units in a way that provide for student individual learning differences. Only one indicated a need for help.

Category: Innovativeness

The majority of the teachers indicated they felt instruction in team teaching would be helpful to them and the process would be useful in the school.

Most of the teachers felt it would be helpful to have training for them to better understand administrative problems.

There was no consistent response on the utilization of a non-graded system. Some are using it, others are not. This possibly reflects a lack of consistency in school philosophy and goals.

Teachers responded that cultural awareness seminars were important, however, extent of such seminars is nil.

Classroom Discipline Problems:

Majority of teachers felt San Juan students understand rules and regulations of the school. However, 90 percent indicated that rules and regulations should be expanded and strictly enforced.

Ninety percent of responses on classroom discipline were in the very often to periodically range. This indicates that a substantial portion of teaching time is devoted to resolving disturbances, thus reducing instructional time.

Majority of responses indicate that classroom disturbances are caused by more or less the same children.

Responses indicate teachers have often discussed discipline problem of the child with their particular parents.

The majority of the respondents indicated that most of the discipline problems would not occur if the teacher aides activley worked with students.

The majority of teachers felt that the amount of student disturbances in their classroom did not decrease their effectiveness as teachers.

TEACHER ATTITUDE - INVOLVEMENT IN DECISION-MAKING AND TEACHER SATISFACTION

Because of the instrument used and the nature of the situation at the school it was difficult to ascertain facts and isolate particular problems. The findings are very inconsistent and responses are diffused. This is no doubt due to the perceptions held by the teachers as to the nature of the evaluation. Although the evaluation was initiated as a means to improve the total school, the evaluation was perceived as evaluations of administrative competence of two individuals.

There seemed to be a distinct cleavage between teachers, school board and administrators. This was reflected by teacher comments. (School board not surveyed in this phase). In general, they viewed the present administrator and school board as a threat to the instructional staff. Such comments as the following will serve to point out the general climate of the school and the existing cleavage:

> "School board bodies are good, but they promote problems. They have a lot to do with mistreatment of employees. They often hold secret meetings."
>
> "The school board holds secret meetings where they criticize the teachers. We need to have a show-down between school board and teachers, rather than being cut off from defending ourselves."
>
> "Staff morale is low now, teachers don't have as much freedom, there is constant pressure on us."
>
> "We no longer work as a unit."

Although these statements were made on a very informal basis, they were offered very freely. Some of the strain the teachers felt was evident in their willingness to express their frustrations. Some general conclusions were offered here as to why this situation exists. In addition, some major findings are presented, along with actual recommendations given by the teachers.

Part of the problem at San Juan Day School seems to arise from the attempts to implement Indian involvement, better known as the "Indian Self-Determination Policy." Because of the lack of involvement in implementing the policy, the teachers are very threatened. They are very concerned over their jobs, i.e., "one person has the school board on their side and they want to get rid of all non-Indian teachers." The presence of the Acting Principal served to support their assumptions and fears. In their estimation, the Principal was removed because he was a non-Indian. Other findings that support the conclusion that teachers felt their autonomy as professionals was challenged by the push for Indian involvement in the school were:

(1) The tabulated responses indicate that teachers felt parental involvement to be very important, in reality, however, their success at achieving this was minimal, with a few exceptions.

(2) The majority of responses indicated that teachers were moderate to very satisfied with the input parents, students, faculty, and tribal leaders into the curriculum. This reflects their questioning the significances of the input. It is possible they feel their professional competence and credibility is being challenged.

SPECIFIC FINDINGS:

Sixty-six percent of teacher responses indicated they felt they did not receive enough support from the Principal or Agency to make the school conducive to innovation.

Eighty percent of the teachers' responses indicated they felt free to criticize the administration and administrative policies.

Fifty percent of the teachers indicated they felt free to criticize the administration and administrative policies.

Fifty percent did not feel the leadership to be challenging or stimulating.

During the time of the evaluation was conducted, responses indicated that the morale of the teachers was not high as compared to previous periods.

Teacher responses indicate that they feel relatively free to go to the Principal about problems of personal and group welfare. This applies to both the acting principal and the principal.

Teacher responses indicate they feel the amount of recording and clerical work they are expected to do is moderately extreme.

One-hundred percent of teacher responses specify they get a great deal of personal satisfaction from teaching Indian children.

Ninety percent of teachers surveyed felt that they cooperated with each other to achieve common, personal, and professional objectives.

Ninety-five percent of teacher responses indicate they strongly felt that the Agency and Area Administrators were not at all sensitive to their professional needs.

The majority of teachers felt they were an important part of the school and that their recommendations did have an inpact on the school.

Sixty-six percent of the teachers indicated they felt the administration adequately transmitted their suggestions to the Agency and Area Office.

The majority of responses indicate the teachers were not satisfied with the level of curriculum revisions to keep it up to date.

Majority of teachers responded that they were not satisfied with present curriculum. They felt it was not adequate enough to prepare students to achieve in higher grades without too many problem. However, teachers indicated they felt moderately free to very free to incorporate any type of curriculum into their classroom which they felt would be beneficial to the students.

Teacher response indicated they were not satisfied with school policy relating to parental involvement in the school program.

Responses reflect that teachers are moderately aware of policies governing the school.

TEACHER RECOMMENDATIONS:

Teachers recommended more cooperation from the Agency in providing text books and supplies that have been requisitioned. They also suggested the Agency personnel should consult with San Juan School official before ordering supplies. This was made in response to some expensive equipment ordered by the Agency but not in use at the school.

Teachers also expressed a need for funds to enable their respective classes to take field trips.

They also expressed a need for establishing a different schedule. They have no morning or afternoon break and no time allowed for planning. There was no space set aside for a teacher's lounge. They felt a loung would contribute toward a higher morale and group unity.

The recommendation most consistently occuring from the teachers was the need for a better communication system between the Agency and school level.

The second most frequently expressed need was the establishment of common goals for the school by all affected, i.e., community, tribal council, school board, staff, etc.

Another outstanding recurring need was for funds for curriculum improvement.

EVALUATION OF INSTRUCTIONAL PROGRAM
San Juan Day School
April 1974

Item No. 10: What is your opinion on how this school could become more effective for the students and more responsive to the community and staff needs?

Teacher Recommendations

1.	By implementing a structured sequential curriculum.	1
2.	By providing textbooks and workbooks, materials center	2
3.	The PTA, staff, school board, parent council need to cooperate with each other on some necessary common goals for school and community.	2

4. The Pueblo Governor and Tribal Council should be asked to cooperate and take an active role in education programs. 1

5. A more cooperative communication system is necessary between Agency and local school. 3

6. Role orientation of the para-professionals and some professionals is necessary before the beginning of each school year with periodic followup. 1

7. The role of school board should be clearly understood by the board itself, the BIA Central Office staff and administration, and the local tribal council. 1

8. Advance notification of school board meetings is needed. 1

9. Staff meetings should include discussion of problems, with solutions worked out at this level. 1

10. Intern programs should have the approval of tribal council, school board, and local school staff. 1

11. More active role on part of Area curriculum specialists. 1

12. More money made available for curriculum improvement. 2

13. Consideration should be given to separating grades in each classroom. 1

14. Staff meetings in mornings interfere with daily preparation. 1

Responses

15. Agency personnel should be sensitive to the needs of the teachers in the schools rather than being dictatorial. 1

16. Teachers should be allowed to select appropriate materials for their classroom rather than be subjected to use useless materials selected by non-teaching personnel. 1

17. There is a need for an improved curriculum that is supported by the Agency and Area Offices. 1

18. Time should be allotted to teachers to work on curriculum. 1

19. There is a need for an ongoing teacher training. 1

20. There is a need for an improved and enlarged play area. 1

21. In summer 1973, the Agency made requisition for equipment over $3,000 without consulting with the local principal and teachers or school board members. 1

TESTING
AND
SELF-EVALUATION

INTERNAL EVALUATION
SAN JUAN SCHOOL

The writer was asked to undertake a review of the internal evaluation design and effectiveness at San Juan Pueblo Day School as a part of the general school evaluation conducted by the Indian Education Resources Center Division of Program Review and Evaluation in the Winter and Spring of 1974. A visit to the school campus was made on February 26, 1974. The following report will be extremely brief for reasons which will be apparent.

Definition

Internal Evaluation is defined here as all those activities which are carried on within the school through which

a) The kinds of program decisions that have to be made are determined.

b) The person or persons responsible for making those decisions are identified.

c) Selection of information appropriate to those decisions is made.

d) Information is collected and analyzed.

e) Summary information is reported to the appropriate decision makers.

Method

At the time of our visit the Education Programs Administrator was away from the school and an acting principal was in charge who had been

detailed out of the Agency Office. A two hour meeting was held with the Acting Administrator during which questions of the overall San Juan program design were posed and discussed.

A second major activity was in the form of a meeting with three members of the advisory school board for purposes of ascertaining the nature of the program, its design and management. Of particular interest were the views of the board members concerning the extent to which they represented the wishes of the community; the extent to which they had the support of the Pueblo Council, and the degree to which the program at San Juan is meeting the needs of San Juan children.

A third activity involved brief visitations with a number of teachers and aides with a focus on overall program design and their perceptions of instructional leadership within the school.

Findings

There have apparently been numerous problems of communication and group differences of opinion within the San Juan Community on many matters, some of which involve the school. One important split has revolved around support for or opposition to the Education Programs Administrator. This will have been discussed adequately elsewhere in this report. Discussion here will be restricted to the matter of program evaluation.

Evaluation of an educational program may be conducted in several stages related to four major kinds of decisions, according to the model used by this writer, as follows:

1. Needs Assessment evaluation

   Decision: Select Goal areas to be attacked

2. Program planning evaluation

   Selection program

3. Evaluation of program implementation

   Modification of program

4. Progress evaluation

   Modification of program

5. Outcome evaluation

   Certification program

A comprehensive educational needs assessment has not been conducted in San Juan Pueblo as far as the writer could determine. Thus, any questions related to instrumentation; educational leadership; community, staff and student input; etc., are irrelevant.

Certainly there are individual programs and classrooms in which good things appear to be happening, and in which standard subject matter evaluation is taking place, but we are concerned with the systematic planning and implementation of a unified and coordinated program. Everyone with whom the subject was discussed expressed the view that:

1. No one is specifically responsible for designing and coordinating a program for the whole school.
2. No one could say at the present time with any certainty just what the people of San Juan Pueblo want or expect as educational outcomes from the school.

3. There is no shared curriculum rationale on which the several school components operate.
4. Affectively there is need for smoothing of relationships between segments of the community, and between the school administration and some groups in the Pueblo.

Recommendations

1. Explicit designation of responsibility for curriculum design and instructional leadership must be made.
2. The appropriate beginning point in designing a systematic program is an educational needs assessment. This activity must be conducted as soon as possible with full representation of the community's views.
3. In the development of educational goals and objectives particular attention should be given to inclusion of the affective domain. Some of the most important objectives expressed by Indian people in recent years have to do with improvement of learner attitudes toward himself, toward his people and community, toward school, toward the country as a whole. While measurement of change in attitudes is difficult it is by no means impossible. Every effort should be made to build in strong evaluation of affective objectives.
4. The Agency (Northern Pueblos) and Area (Albuquerque) offices should provide all possible technical assistance to the school in addressing these recommendations.

OUT-OF-CLASS-ACTIVITIES

OUT-OF-CLASS ACTIVITIES*

Evaluation Findings

Findings from the evaluation show San Juan Day School's Out-of-Class Activities components have several strengths. These components are:

a. School as a part of the community in which it is located.

b. Distance of students home from the school.

c. Counseling.

d. Special education.

e. Transporation.

f. Health and sanitation.

Of these, a, b, and e relate to the proximity of the school to most of the students homes. This factor can be an important basis for enlisting the interest and involvement of the student's families in the school and its functions.

Findings: Also indicates that for some reason these advantages are not fully utilized. A poor showing appeared on the instrument headed: "Student Home Communities as Schools Sponsors" and "Educational Needs of Students' Communities."

Some problems came to light during discussion in these areas of strength. It was noted for example, that the school bus, a carry-all did not have seatbelts in the back although these had been requested.

Additionally, although there is strength in the fact that San Juan Community surrounds the school geographically and only a few students are bussed from relatively short distances, there is poor support from the people of the community including parents and families of the students. This was determined

to be reflection of the then current instability in the Office of the school's administration resulting in the discouragement within the ranks of the advisory groups and poor communication between school and community. School visits by parents of students were virtually limited to crisis based instances requiring the appearance at school of the parent.

Special Education: In the area of Special Education, it was disclosed that the need for this specialized academic attention was minimal for slow learners but was devoted almost entirely to gifted, rapid learners who had become bored with mischievious in the classroom setting. This being a reversal of the more frequent special education focus, caught the special education teacher and Agency with a minimum of preparation, texts and materials.

School Store Canteen: The school has no canteen. Thus, it misses one of the opportunities for early practical learning of economics, and business interrelationships.

Experience in such participation frequently becomes a valuable asset in meeting later school and life's requirements.

Recreation: Sports and recreation consists of few planned or competitive events. Such areas of activities suffer from lack of facilities, equipment, staff and money.

Social Services: For social work services, the school must rely upon the Social Services Branch under Community Services rather than under Education.

Records: Records of incoming students are either non-existent or are significantly lacking in important personal information such as medical, academic, and social.

Records generated at the school, except for those of the Social Services Branch, are considered to be outside the purview of Out-of-Class Activities and within the scope of administrative evaluation. Inquiry was made as to records generated by the Social Services Branch, and whether these were made available in any way to the school. The answer is that such case record information can be made available only if the administrator of the school obtains a written release from the parents and places it with his request into the hands of the agency social services branch. This could create a serious delay in case of potential emergency.

Food Services: Food services suffers from insufficient number of staff. There are now only two, a cook and a housekeeper cook. San Juan is a six unit day school with 117 students. According to the existing standards for a five unit school, there should be one cook (wage board), one cook's helper (wage board), two cooks helpers, (WAE, 4 hours, per day, 10:00 am to 2:00 pm).

San Juan School is fortunate to have a head cook who has had experience as a nutritionist aide, and knows something of the importance of balanced diets.

Both food service workers are eager to have additional training. They cited the Gallup workshop as a possibility for such training.

Recommendations: (1) Install seatbelts in the vehicle used for school bus; (2) The administration and school staff must make a definite and consistent effort toward improving communications with the community in general and with its representative organizations in particular. Such organizations as the PTA, Advisory School Board and Parent Committee for Title I should be encouraged to become more involved. Involvement should not only be in planning but in participation in the implementation of the plans; (3) The idea that the

school is a community school because it is the school of the community should be fostered at every opportunity. This can be done in several ways, one of which might be by elicitation of ideas from the community members and giving recognition to those who provide the useful stones; (4) Stablize the office of the principal. In this direction, stronger support by the Agency is indicated for out-of-class activities, programs, facilities, supplies and staff. This is especially true in the areas of out of class activities components. (5) Provide materials needed by the intenerant special education teacher for work with gifted children; (6) Start a small, student operated, teacher or recreation staff monitored school canteen; (7) Agency assurance of complete records for incoming students including special warnings for proper regard to potential emergency situations; (8) Add staff for planning, scheduling, and directing recreation and sports to broaden and balance the needs fulfillment aspects of these out of class activities. A much wider offerings of recreational and sports activities is indicated. Solicitation of community volunteers may be useful in meeting staff needs as well as in improving community relationships; (9) Increase food services staff by two cooks helpers who work half days (4 hours per day from 10:00 am to 2:00 pm); (10) Assure summer workshop training for the cook each summer (priority) and the cook's full-time helper if possible.

BASIC HUMAN NEEDS FULFILLMENT RATINGS

It is to be noted that these five ratings Chart No. 2, range from 36 percent to 61 percent. The two lowest, 36 percent for physiological needs (predictor of health problems among students) and 43 percent for self-fullfillment needs (predictor for under achievement, poor understanding of self and others, drop-outs and low later life success prospects) are in considerable need of improvement. Other percentage scores indicates less urgent requirements of efforts

but cannot be classified as good. They can be only be rated as a low 3 in a scale of 4. Implementation of the foregoing recommendations will do much to improve these five needs score.

ADMINISTRATION

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Dr. Eugene Leitka

DATE: February 28, 1974

FROM : Dr. Henry H. Rosenbluth

SUBJECT: San Juan Day School Evaluation (Administration)

My observations concerning the administration of the San Juan Day School are presented in the enclosed report. Data were collected during my visit to the school on February 26 at which time I conferred with staff and school board members. Subsequent to the visit, I also conferred by telephone with the Acting Education Program Administrator of the Northern Pueblos Agency for background information.

The report is brief and seeks to cover major problem areas which require immediate attention if effective school management is to be initiated. The many administrative functions required in a school, large or small, though important in day to day school operations will have to be examined when the larger issues are resolved.

Henry H. Rosenbluth

Attachment

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

EVALUATION REPORT

SAN JUAN COMMUNITY SCHOOL ADMINISTRATION

I. THE SAN JUAN PUEBLO COMMUNITY HAS NOT CRYSTALLIZED ITS FEELINGS ABOUT HOW THE SCHOOL SHOULD PERFORM, THROUGH CAREFULLY DEVELOPED GOALS AND OBJECTIVES.

Since the administration of a school must operate within the context of what a community wants in an educational program, it is difficult for the educator to plan realistically unless this is clear. Once goals have been formulated with input from all segments of the community it then becomes the professional's responsibility to carry out the mandate competently. It is apparent that the San Juan community, although expressing interest in a good education, has not taken necessary steps to date which would provide program guidelines.

The recent weak showing at the polls (66 votes) to appoint a school board is sufficient evidence to show that the community has not accepted seriously this major obligation. Any school administrator would find it difficult to recommend new programs under such circumstances. To move the school ahead, San Juan Pueblo itself must act.

II. THE ROLE OF THE ELECTED SCHOOL BOARD NEEDS DEFINITION IN TERMS OF ITS RESPONSIBILITIES TO THE SAN JUAN PEOPLE, THE SCHOOL ADMINISTRATION AND POWER STRUCTURES IN THE COMMUNITY.

An elected school board is responsible to the entire community for the successful operation of the school; which means, the fulfillment of the goals and objectives previously established. To do this, the board must

not only monitor the administration of the school, but also interpret Educational progress or lack of it to the people. A reliable communications system will permit the local administrator to undertake his assigrment with confidence.

The school board at San Juan has demonstrated a willingness to cooperate with the school administration. Despite its legal status, it is concerned about its official position in terms of its relationship to the San Juan Council. This should be defined once and for all so that there can be continuity of policies and planning. Administrative operations at the school will be only as stable as the present arrangement permits.

III. NORTHERN PUEBLOS AGENCY ADMINISTRATION SHOULD BE STABILIZED AND ITS RESPONSIBILITY TOWARD THE SAN JUAN DAY SCHOOL ESTABLISHED.

In the Bureau educational system, the Agency has a definite role to play. As the intermediary unit between the local school and the Area, it should provide program as well as administrative assistance.

The small satellite schools alone are neither staffed to undertake many new educational approaches nor equipped financially to provide special instructional materials or resources. Although the school board may monitor the operation of the school from a policy standpoint, the Agency and the Area must serve in a supervisory capacity. The Northern Pueblos Agency organization has been weakened by frequent staff changes at the top, and little has been done to carry through in the usual Agency-School relationships. If the Agency organization remains erratic, there will

be no supervision or evaluation at the school administrator level; factors which have contributed to the present state of confusion at the school.

IV. THE SCHOOL ADMINISTRATOR SHOULD FUNCTION AS AN EDUCATIONAL LEADER AND A CATALYST FOR BRINGING DIVERGENT COMMUNITY FORCES TOGETHER.

The school administrator, above all, must keep the wefare of the children at the top of his priorities list. He must understand how children learn, be sensitive to their needs and provide a healthy learning environment. He should not serve merely to carry out the school's routine administrative tasks or paperwork, although these are inescapable and time consuming. An educational leader is capable of putting the functions in proper perspective and know how to employ his time effectively.

The school administrator, especially in a small community with emerging political differences has to understand human relationships, be fair and just in his dealings with people, and employ diplomacy for the welfare of the children.

Without going into specific details about the school administration at San Juan to date, it is clear that these vital issues were not handled properly.

It would be helpful if the Bureau, School Board and other community groups considered the following criteria in selecting a school principal:

1. Experience in administering a school of similar enrollment and size.

2. Ability to get staff to work cooperatively on all aspects of the school program.
3. Good management skills of organization and implementation.
4. Knowledge of curriculum on all levels and its logical development, without necessarily being a curriculum specialist.
5. Capability of making major decisions based upon staff involvement including parents.
6. Ability to work on all levels of the Bureau's educational system for a smoother, more effective operation.
7. Willingness to work with parents and community leaders on establishing a closer school-community relationship.

SCHOOL BUILDINGS
FACILITIES

OPTIONAL FORM NO. 10
5010-102 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

53
54

TO : Chief, Division of Program Evaluation & Review DATE: March 8, 1974
Attention: Dr. Eugene Leitka

FROM : Education Specialist, Division of School Facilities

SUBJECT: Facility Evaluation, San Juan Day School, San Juan, New Mexico

This report reflects observations made while visiting San Juan on February 27, and information obtained in a meeting with Mr. Earl Perry, Albuquerque Area Plant Management on March 4.

Building 721 - Original Construction 1936

Structurally sound. Albuquerque Area Plant Management has scheduled this building for installation of heating ducts and an individual natural gas heating system. In the last year the exterior has been restuccoed and a new roof installed. The building contains 1185 net usable square feet. It is presently utilized for student recreational activities and community meetings. It contains a small stage (9' 3" x 16' 0").

It is not adequate for vigorous physical activity for groups larger than ten, and even then, because of support columns, would be considered hazardous. Groups of 30 to 40 students could occupy the room for movies or activities that require a minimum of movement.

Building 722 - Original Construction 1929

Structurally sound. Albuquerque Area Plant Management has this building scheduled for renovation, installation of a suspended ceiling, reroofing and installation of individual heating system.

The original use for the structure was to house three classrooms. Presently one classroom accommodates the Title VII Bilingual Program staff with office and material preparation space. When the program first began, students were brought to the room for instruction, however, the space (672 square feet) is not adequate in size for the larger groups. At the present only first and second grades have instruction in the room. The bilingual program staff go to the classrooms to give the majority of the instruction.

The second classroom houses 22 second and third grade students. Based upon the Bureau criteria of 40 square feet/student for first through third grades, the area of 612.5 square feet is inadequate. Using the criteria, a minimum of 880 square feet should be available.

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

Twenty nine fourth grade students occupy the third classroom of 647 square feet. For fourth through twelvth grade, the ratio is 30 square feet/student, thus, the total classroom size should be 870 square feet for 29 students.

Building 722 also contains two lobby areas of 172 square feet and 100 square feet. At the front of the building is a large (12' x 36-1/2') porch.

Building 723 - Original Construction 1929

Structurally sound. Albuquerque Area Plant Management has this building scheduled for installation of chalkboards, restuccoing of exterior, and installation of a natural gas heating system. Originally planned as a classroom, this space is presently occupied by 26 fifth and sixth grade students. Net usable classroom space is 878 square feet and is adequate for the number of students. Also included within the room is an office of 110 square feet which provides office and program space for Title I activities.

Building 724 - Original Construction 1929

Structurally sound. Originally designed as duplex apartments, it now houses the public health clinic in one apartment and a resource room for students with special learning needs in the other. The original configuration of these apartments was living room, bedroom, restroom and kitchen. The apartment now used for the clinic has had the living room converted to a waiting room, the bedroom to an examining room and the kitchen to the doctor's office. In the apartment now used for the resource room, a wall between the living room and bedroom has been removed. The kitchen is not being utilized but consideration is being given to alternatives for its use. This building also has a basement which is used for storage of school supplies. Each apartment has a net usable space of 585 square feet.

Building 726 - Original Construction 1936

Structurally unsound. Albuquerque Area Plant Management has recommended that this structure be razed. It was originally a quarters but has most recently been used for the administrative office. If not razed, plans are to utilize two rooms for a library and to keep one for the principal's office. Net usable space would be 547.5 square feet for the library and 187 square feet for the principal's office.

Building 727 - Original Construction 1922

Structurally sound. Original use - clinic. Now used as a small group area for Title I program. Net usable space is 200 square feet.

Building 728 - Original Construction 1922

Renovation and addition of dining room and classroom 1971.

Plant Management has no scheduled projects for this building at this time. The kitchen and dining room adequately provide one meal a day for the student population of 116 in a 1-1/2 hour period.

There are presently 25 first and second grade students in the classroom. The room provides 1318 square feet of net usable space. If necessary, this classroom could accommodate 30 children.

Restroom facilities for the majority of the children in the school are housed in this building.

Building 729 - Original Construction 1934

This building was originally a combination garage/storage but is now utilized solely for storage of dry foods, tools and school equipment such as desks and chairs which are in need of repair or are in surplus for the moment.

Building 732 - Original Construction 1972

Structurally sound. No Plant Management projects planned, however, there is a small punch list of corrections to be made by the contractor. The classroom provides 1248 square feet of net usable space. The present kindergarten enrollment is thirteen. This is seven below the number of students this facility was designed to house.

Recommendations

In a memorandum to all Area Directors dated February 4, 1974, the Commissioner of the Bureau of Indian Affairs states:

> "It is the Administration's policy that the Bureau will only build Indian schools when public schools are not available. Therefore, school construction projects which would take children out of public schools will not be included in the band analysis."

The latest development in BIA school construction policy would appear to rule out any consideration of a new school facility for San Juan.

There is, however, need for renovation of existing structures and the addition of one classroom in order for the school at San Juan to provide adequate facilities for an enrollment of 120 students. The following suggestions for renovation are offered for consideration:

Building 721

Renovate for use as library/IMC. This building is isolated yet easily accessible to all areas of the school. Properly planned, it could provide a teacher preparation area with A.V. storage and meet the need for a school library. It would also accommodate community meetings.

Building 722

This building should have general renovation to modernize it.* The classroom presently used for the Bilingual Program appears to be adequate for that function, however, the interior walls in the other classrooms should be removed and one large classroom created. The practicality of enclosing the porch to gain added space should be investigated.

Building 723

Needs to be modernized. Removal of walls enclosing office area would provide additional classroom space.

Building 724

It would appear that a facility designed as a clinic would better meet the health care needs of San Juan, however, consideration of need for the health facility is a PHS concern and will not be elaborated upon in this report. These apartments should be modernized. The area presently being used as a resource room appears to be very functional for that purpose. The kitchen area should also be included as part of the resource room. If the clinic were moved, the other apartment could provide administrative space. Basement storage in this building is very necessary to the school and should be increased in size if possible.

Building 726

Since this building is structurally unsound, it should be razed, however, space for the administrator and for the library is a necessity and must be found elsewhere.

*The term modernize as used throughout this report means the installation of carpeting, lighting, suspended ceiling, painting, paneling or any other renovations which would meet contemporary school construction criteria.

Building 727

It should be modernized but appears to be adequate for the activities it presently houses.

Building 728

The kitchen/dining areas of this building meet the food service requirements of the school and could accommodate a larger enrollment.

The classroom could accommodate a larger enrollment than it presently houses. Consideration should be given to installation of carpeting.

Building 729

The location of this structure creates certain site problems. Its removal would provide a larger play area for the kindergarten groups and would facilitate access of delivery trucks to the kitchen. Presently, delivery trucks must drive into the play area creating a potentially hazardous situation. If this building is razed, however, arrangements must be made for other space to meet the storage function it presently fulfills.

Building 732

Concerns were expressed that too much equipment had been ordered for this classroom and that it was crowded. To alleviate this situation, some of the equipment might be transferred to the first and second grade room in Building 729 since that classroom appears to be under equipped.

Free Form Play Tower

Areas of the tower are breaking away creating a potential safety hazard. The tower should either be repaired or razed.

The suggestions presented here for renovation, razing and new construction do not cover all alternatives which would present themselves if an in depth study were made. A proper study of facility use at San Juan would require a more extensive review of program and facility. It should be a cooperative endeavor involving Albuquerque Area Education staff, Albuquerque Area Plant Management staff and San Juan Tribal representatives. Once the facility needs have been determined, a master site plan should be developed and approved by all concerned.*

*Enclosed is a Master Site plan approved on February 15, 1972. The writer was told this plan is no longer acceptable.

Involvement of the San Juan Tribal group appears to be particularly important since tribal and school activities often share space. It is the understanding of the writer that the tribe is attempting to obtain funding for construction of a community building which will contain a gymnasium. Consideration has been given to sharing it with the school. Since Bureau funding for a multipurpose facility appears unlikely in the near future, utilization of the tribal facility by the students would help to meet the need for an indoor activity area.

Please express my thanks to the staff at San Juan for their assistance.

James D. Lucas

Enclosure

Concur:

J. Lloyd Littlethunder
Acting Chief, Division of School Facilities

3/11/74
Date

COMMUNITY INVOLVEMENT

SAN JUAN DAY SCHOOL EVALUATION
PARENT OPINIONNAIRE

Seventy percent of the respondents were women. Of those responding, had a total of 30 children attending the day school. It was thought that parents of 30 of the 116 children attending the San Juan Day School was a valid population sample in this survey. For this report, responses for the questions on the instrument are analyzed by the evaluator.

(1) Where do you plan to send your child to school when he/she finishes at San Juan?

Findings and Recommendations:

Majority of the parents (66) percent said their children/child would be attending the JFK Junior High School upon completion of schooling at San Juan Day School. Twenty-three (23) percent thought they would send their children/child to St. Catherine's. There are no recommendations for this particular item. The question was structured to identify any preference a family may have had relative to where they wanted their children to attend school after completion at San Juan.

(2) In your opinion, do you feel your child will be ready for the public school when he/she finishes at San Juan Day School?

Findings and Recommendations:

Sixty-three (63) percent of the respondents said they thought their children would be ready for the public schools upon the completion of their work at San Juan Day School while 27 percent felt their children would not be prepared to do the work required of them at the public school. Only 10 percent admitted they did not have enough information to answer the question positively or negatively.

Recommendations:

Would be for the school officials to conduct, at least once per year, a survey to sample the feelings and opinions of parents to elicit from them the kind of program they actually think should be in progress at San Juan.

(3) What do you want your child to learn at school?

Findings and Recommendations:

The parents were allowed to write in the answers for this question. Almost one-half of those responding (40) percent said they wanted their children to "get a good education." They did not elaborate on the matter except to list courses such as Math, Reading, English, etc. The two next most frequent responses were given to Arithmetic and Reading respectively.

Recommendations:

It can be assumed that parents would like to witness an intensified emphasis placed on Arithemetic and Reading. If this would constitute "a good education program" for the parents, this would likely be the place to start. Apparently, the parents seem to be aware of what their children's weaknesses are and would like to see the school do something about it.

(4) Does the school provide what you feel is important to a well-balanced education program?

Findings and Recommendations;

Exactly 50 percent said the school did provide a well-balanced program for their children while the other 50 percent did not answer positively. Forty percent said the school did not have a well-balanced program and 10 percent declined to answer.

Recommendations:

Are the same as that for Item No. 3. A once-a-year survey would help identify the parental feelings that could provide directions forplanning.

(5) Can you be involved and participate in school affairs if you so desire?

Findings and Recommendations:

A majority of the respondents (76) percent said or felt they could be involved in school affairs if they desired to do so, while 21 percent said they could not participate if they so desired. It is not known whether the 21 percent of those responding felt unwelcomed by the school or that they had jobs or some other non-school related circumstances that would prevent them from getting involved. No recommendations of noteworthy is available for this item.

(6) Have the teachers shown interest in helping your child solve his problems in learning?

Findings and Recommendations:

A great majority (80) percent of the parents responding said the teachers had shown interest in assisting their children in solving problems and in their learning difficulties. Twenty percent (30) said the teachers did not show an interest and did not help the children with their problems. Recommendations are the same as for Items No. 3 and 4. It appears that if the parents and the community in general are informed and kept abreast of current programs at school, this would seem to convey to them the teachers' and school officials' commitments to serving the children's needs.

SAN JUAN DAY SCHOOL EVALUATION
PARENT OPINIONNAIRE

1. Male: 9 30%, Female: 21 70%, Total Respondents: 30 100%

2. Over 35 years of age: 16 53%, Under 35 years: 14 47%

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3. How many children do you have attending San Juan Day School?	(a)	One child	12	40%
	(b)	Two children	11	37%
	(c)	Three children	4	13%
	(d)	More than three	0	0
	(e)	NA	3	10%
		TOTAL:	30	100%
4. Where do you plan to send your child to school when he/she finishes at San Juan?	(a)	JFK	20	66%
	(b)	St. Catherine's	7	23%
	(c)	St. Michael's	1	4%
	(d)	NA	2	7%
		TOTAL:	30	100%
5. In your opinion, do you feel your child will be ready for the public school when he/she finishes San Juan Day School?	(a)	Yes	19	63%
	(b)	No	8	27%
	(c)	NA	3	10%
		TOTAL:	30	100%

6. What do you want your child to learn at school?

Get a good education	12	40%	Writing	3	10%
Arithmetic	10	33%	Music	3	10%
Reading	8	27%	Art	2	7%
Science	3	10%	History	2	7%
Indian Language	4	13%	Indian Culture	1	3%
Spelling	4	13%	English	4	13%
Discipline	1	3%			

7. Does the school provide what you feel is important to a well balanced education program?

Yes	15	50%
No	12	40%
NA	3	10%
TOTAL:	30	100%

8. Can you be involved and participate in school affairs if you so desire?

Yes	23	76%
No	6	21%
NA	1	3%
TOTAL:	30	100%

9. Have the teachers shown interest in helping your child solve his problems in learning?

Yes	24	80%
No	6	20%
NA	0	0
TOTAL:	30	100%

COMMUNITY INVOLVEMENT
OPINIONS RELATIVE TO EDUCATIONAL PROGRAM
SAN JUAN DAY SCHOOL
APRIL 1974

Directions: There is a four-point scale for each statement below. The scale enables you to show the extent you think a statement is true or false.

Example: Indian teachers are the same as non-Indian teachers.
Agree 1 2 3 4

1. Agree Strongly
2. Agree Moderately
3. Disagree Moderately
4. Disagree Strongly

	Agree Strongly	Agree Moderately	Disagree Moderately	Agree Strongly
1. The teachers have little respect for Pueblos and their opinions.	7	3	9	11
2. If a student of average ability fails in school, this means that the teacher too has failed.	4	9	4	13
3. Many students have lower academic achievement because the educational system has not been able to adequately motivate and stimulate the student.	10	9	6	3 *(2)
4. Some school board and education committee members are more concerned with politics than with the education of children.	15	7	2	6
5. The local school board is representative of the parents who send their child to school.	8	5	5	12

	Agree Strongly	Agree Moderately	Disagree Moderately	Agree Strongly
6. The school board members have much to say in the operation of the school.	9	7	2	2 *(
7. The staff teaches the Pueblo student to be proud of his culture.	17	9	2	2
8. The administrators' door is always open to parents, students, education committee members, and school board members.	16	7	4	2 *(
9. There is a good feeling between the staff and the students, parents, and community members.	,9	6	9	5 *(
10. Because Indian people leave too many decisions to the school staff and administrators, the poor education program repeat themselves without improving.	13	4	10	2 *(
11. I am not sure about my areas of responsibility in Indian education matters and would like more clarification.	15	6	4	1 *(

*Not applicable or not enough information available.

SAN JUAN DAY SCHOOL EVALUATION
PARENT OPINIONNAIRE

1. Male: 9 30%, Female: 21 70%, Total Respondents: 30 100%

2. Over 35 years of age: 16 53%, Under 35 years: 14 47%

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Spelling	4	13%	English	4	13%
Discipline	1	3%			

7. Does the school provide what you feel is important to a well balanced education program?

Yes	15	50%
No	12	40%
NA	3	10%
TOTAL:	30	100%

8. Can you be involved and participate in school affairs if you so desire?

Yes	23	76%
No	6	21%
NA	1	3%
TOTAL:	30	100%

9. Have the teachers shown interest in helping your child solve his problems in learning?

Yes	24	80%
No	6	20%
NA	0	0
TOTAL:	30	100%

EDUCATIONAL PHILOSOPHY
San Juan Day School

We believe the San Juan Day should offer each Indian child an unlimited opportunity to develop his attitudes educationally, culturally, and emotionally. The educators should strive to develop the individual's ability to think independently and critically and to sersitize the individual towards other people and other ideas.

We also believe that the Indian child should be offered the opportunity to develop the basic academic and communicative skills so that he may develop into a useful and productive citizen whever he may choose to live. The Indian child should acquire pride in himself as an individual and as an American Indian. The responsibility of education should also lie with the parents and their children as well as with the educators themselves.

Therefore, as the child learns and progresses, there should be a measurable growth in attitudes and abilities.

COMMAND OF FUNDAMENTAL PROCESSES

I. Introduction

Command of fundamental processes usually refers to basic skills in reading, writing, and arithmetic. These have been taught in the elementary school but have been acquired in varying degrees by pupils who enter the high school. The proficiency acquired should be retained by suitable exercises and use, and deficiencies should be noted and remedial treatment given.

One of the curriculum goals of San Juan Day School is to have each child to be able to control or command the basic subjects or curriculum of the school.

In order for children to be able to command the fundamental processes of the various basic subjects, teachers will endeavor to do the following in the various subject areas. The objectives are set forth in the various subject areas.

II. Objectives for Command of Fundamental Processes

A. Handwriting

1. To teach children how to write well.

2. To teach children how to use proper formats in their writings.

B. Social Studies

1. To teach children about the conservation of life, liberty, and property.
2. To teach children about the production and consumption of food, shelter and clothing.
3. To teach children about the transportation of goods, services, people, and ideas.
4. To teach children about the heritage of people.

5. To help children create a love of country and intelligent patriotism.
6. To help children increase their knowledge and appreciation of the past as a background for the present.
7. To help children promote broad interests in tolerence for, and sympathy with all races, creeds, and nationalities.
8. To help children in developing power of evaluation facts and of clear, independent thinking and judgement.

C. Mathematics

1. To teach the children fundamental skills and operations of arithmetic.
2. To teach children about volume, depth, and space in relation to their surroundings and for academic achievements in this area of mathematics.

D. English

English has greater social utility than any other subject. In its three forms: writing, speaking, and reading - it is employed in all activities of life, vocational and social, it is the medium through which all other subjects are taught.

1. To help children achieve proficiency in reading, writing, and speaking.

2. To help children achieve cultivation of habits in study and knowledge of the use of books.
3. To help children acquire ability to think, to read, to speak, and to write effectively.

E. Science

1. To enable children to make satisfactory adjustments to these problems of their environment the solution of which involves scientific facts and principles.
2. To enable pupils to make satisfactory adjustments to increasingly complex problems of a scientific nature.
3. To help youth interpret and understand certain aspects of the world in which he lives.
4. To help dispel superstitions and erroneous beliefs.
5. To develop the ability and habit of applying scientific methods of thinking to the solution of problems.

F. Health Objectives

1. To give children instructions in sports, recreation, fair play, personal hygiene, sanitation, and health.
2. To supervise children in physical education activities on the playground. In addition classroom instruction and health examinations would probably be ineffective if they were not closely followed up to see that objectives were practiced and defects discovered and corrected.
3. To help promote health services for the children to include medical inspection, vaccinations, and first aid in cases of injury.
4. To provide a safe sanitary school environment.

G. Physical Education Objectives

1. To provide contest between schools in various types of athletics.
2. To provide and promote inter-school contests in physical education.
3. To teach health knowledge to the children in the physical education program, for many pupils violate health, practices because of lack of knowledge.
4. To insist that all pupils of San Juan Day School participate in physical education program.

H. Art Education Objectives

1. To provide general art training for all pupils in San Juan Day School and more specific art training for those displaying special talents.
2. To promote Indian art in San Juan Day School to pupils gainfully engaged in art culture participation.
3. To promote a high appreciation of Indian art in various forms and other art cultures as well.

I. Spelling Objectives

1. To help children gain masters in spelling words correctly on their grade levels, and to excel beyond that level if they are capable of exceleration.
2. To provide instructions in helping children learn the meanings to spelling words.
3. To provide instruction in helping children to use each spelling word in a sentence.

J. Music Objectives:

1. To give increased opportunity for the enjoyment of singing.
2. To develop a greater ability to understand music while listening to it.
3. To raise the level of musical appreciation and melodic taste.

VOCATIONAL EFFICIENCY

I. Introduction

Any attempt to determine the contribution that elementary education should make to vocational efficiency must be undertaken with the objectives of elementary education clearly in mind. These objectives have been stated variously by different authorities.

Elementary education deals with those things which are the common need of all without regard to sex or occupation. It is concerned with the things that unify or integrate people rather than with those that differentiate them.

Everyone at sometime in life is responsible for his own welfare and usually for that of others. This means that each person in society should gain proficiency in some vocation, which make vocational proficiency a social aim. The fundamentals of arithmetic and English, health and ethnical character are basic to any vocation.

The great idea here is to give all children of San Juan Day School a very good basic education in all subject areas. This thorough basic education of the fundamentals will help them as a foundation regardless of what vocation each child will enter later in life.

The chief purpose is to help each pupil explore his aptitudes, become acquainted with the world of work so that he can make a wise vocational choice, and have sufficient background to begin pursuing it.

II. Objectives for Vocational Efficiency - San Juan Day School

1. To provide exploration and guidance.
2. To give a sound basis or general training which is valuable in any vocation.
3. To give all children common tools with which to work, and by means of common knowledge and experiences.
4. To develop in them fundamental habits, ideals, attitudes, and appreciations that will be useful to them as citizens and consumers.

WORTHY HOME MEMBERSHIP

1. To have more togetherness at home, playing, working, etc.
2. To attend activities at the Pueblo with the family.
3. To help the child to be a worthy member of his family.
4. The parents should know and understand to be receptive to their child's behavior through his growth and education.

PARENTAL INVOLVEMENT

1. To have each parent interested in their own child's education.
2. Have all parents visit the school at least twice ayear.
3. To have each parent attend all of the parent conference.
4. To know and understand the opportunities that are provided for their children.
5. To get all parents support in helping to run a better school.

CITIZENSHIP

1. Be an active participating member of the Pueblo, community, state and nation.
2. Encourage all the members of the Pueblo to participate in all school, community, and Pueblo activities.
3. Each and every parent should be an active participant and cooperate in all ways with the staffs of the participating schools.
4. Teach the child to accept tribal, community, state and national responsibilities as imperative.
5. Accept people as individuals and cooperate and coordinate all work for the best welfare of all involved or concerned.

LEISURE TIME

1. Involve all people from the Pueblo and community in worthwhile activities.
2. Learn to enjoy all music, art, literature, sports, and other related activities in order to develop a sound mental capacity as well as physical body.
3. Involve parents in participating in school activities in order to be joint partners in a common effort.

INDIVIDUALIZED INSTRUCTION

Introduction

As Indian teacher aides, we find that working in small groups provides each individual child with a stronger foundation for understanding. Therefore, each child should work at his own pace. A program should be planned where each subject could be followed through from grades 1 to 6.

Objectives

1. Providing materials from which each child can learn at his own level.
2. Individuals or small group activities designed to promote understanding of basic structure in each subject area.
3. Reviews should be given after each lesson before going on to the next subject. Both or all and written new knowledge should be introduced.

4. Results of education will serve as a basis for identifying various levels of the children's needs, or analysis and appraisal will be a continuous evaluation of the child's better understanding.

CULTURAL

The school is a time and a place when the Indian child's experiences may well determine the direction of his future life and learning... It is a time that can either stimulate or stifle his future eagerness to learn. Therefore, our school should be one in which the child drives strengths and skills in coping with his environment, as well as an enthusiasm for living and learning. We feel that our school has added responsibilities in helping our children establish an identity as Indians. It should be a place where the ethnic as well as ethnical character of the children is strengthened rather than weakened. Our school should instill a feeling of pride in the child for his culture. What may be done by teaching and speaking to the children in our native tongue--giving them a knowledge of the history of our people--and should perpetuate our traditions. And because the child still has to cope realistically with his environment, he should be given a knowledge of the other cultures surrounding him, and a basic foundation of education to build upon. The Indian child should be given freedom to express himself in his own cultural way, yet not be given a biased picture - he must be aware that there are many ways of dealing with things, and many options opened to him. Ideally, the child should find strength and comfort in his culture and way of life as an Indian or simply as a child, should find joy in learning and in living.